DOCUMENT RESUME

ED 171 685 SP 014 321

TITLE	Questioning that Turns Students On Rather Than Off. Description of Teacher Inservice Education Materials.
INSTITUTION	National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	Feb 77
CONTRACT	400-76-0091
NOTE	8p.
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Effective Teaching; Elementary Secondary Education; *Inservice Teacher Education; *Programed Materials; *Questioning Techniques; Reinforcement; *Skill Development; *Teaching Methods; *Teaching Skills; Validated Programs

ABSTRACT

The programed materials for inservice teacher education described in this document are designed to make the teacher think about questioning techniques and learn some of the principles of good questioning procedures. The program is designed as a home study course. This descriptive report provides further information on the purposes and content of the program as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

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DESCRIPTION OF TEACHER IN-SERVICE EDUCATION MATERIALS

A. SUMMARY INFORMATION

Title: QUESTIONING THAT TURNS STUDENTS ON RATHER THAN OFF

Publication Date(s): September 1974

Intended Users: Elementary or secondary teachers wishing to improve their teaching skills by improving their questioning skills

Grade Level(s): K-12

Number: Individual

Primary Focus: This is designed to make the teacher think about questioning techniques and learn some of the principles of good questioning procedures.

School subject(s) and/or in-service topic(s) covered:

The program is aimed at improving teaching skills. These techniques are a basic tool that makes questioning a valuable part of teaching and one of the best methods of reinforcement. Methods of effective questioning are developed. Ineffective but frequently used strategies are explained and alternatives offered. These strategies are skills which will eventually be a major part of the inservice participant's effective teaching methods.

What participant does in using the materials:

This program is a home study course designed for individual use. The participant follows the assignments for each of the 6 units. These consist of various activities, written material, taped demonstrations, and an evaluation checklist for each unit. Two lessons require the student to listen to a cassette tape which demonstrates the material. The lessons are mailed to Brigham Young University, Dept of Home Study for evaluation. Successful mastery of the 6 topics completes the course for 1 semester credit.

Resources:

There is no required text for this course. The written material is contained in the lesson workbook. An "Assignment to be Submitted" pad is included which is used with the appropriate lesson. Two cassette tapes are included for two of the lessons. The course requires access to a cassette recorder. It is a self-contained home study course which requires no other resources (no resources are listed).

Describer critique:

The purpose of this course is to restructure a teacher's methods of questioning. The importance of the tool of questioning to a teacher's effectiveness is valid and these ideas are good. The material is well-presented. The course is adaptable to the teacher's free time and can be completed anywhere. Where instructors feel the need for a restyling of their techniques, this can prove valuable.

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B. IN-DEPTH INFORMATION

Title: QUESTIONING THAT TURNS STUDENTS ON RATHER THAN OFF

Publication Date(s): September 1974

Intended Users: Elementary or secondary teachers wishing to improve their teaching skills by improving their questioning skills

Grade Level(s): K-12

Number: Individual

Primary Focus: This is designed to make the teacher think about questioning techniques and learn some of the principles of good questioning procedures.

1.0 PURPOSES:

The course attempts to provide skills and techniques for teachers to use in developing better questioning. This aims at the material becoming a part of the teacher's total teaching method. The producer emphasizes how important this talent is in the effectiveness of an individual's teaching ability.

The introduction explains the objectives of the course. "Several options are open to the teacher to encourage respondents to wrestle with the task of a question. Asking questions is a critical teaching behavior. It requires constant self-evaluation to avoid repetitive patterns, which learners can predict and against which they could subsequently develop strategies which would enable them to respond to teacher behavior instead of to the intellectual tasks that good questioning techniques can stimulate."

This material is directed towards changing teacher's methods of inquiry to stimulate the child to use intellectual tools to respond.

2.0 CONTENT — Scope and Sequencing of Topics:

This course is designed to make the teacher think about questioning techniques, learn some of the principles of good questioning procedures and demonstrate ability to use good questioning behavior. Six lessons are given.

1. Checklist of student's philosophy of good questioning

2. Classifying written questions as broad or narrow:

   --value questions
   --divergent questions
   --convergent questions
   --recall questions

3. Classifying oral questions in the criteria of Lesson 2

4. Settings in which questions are asked; desirable and undesirable teacher behaviors (predictable patterns, group questions, identifying respondents, etc.)

5. Developing own questioning behavior; self-analysis and evaluation

6. Demonstration of learned techniques, development of two lessons which exhibit growth in questioning behaviors

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main in-service activities:

This program is a home study course designed for individual use. The participant follows the assignments for each of the 6 units. These consist of activities, written material, taped demonstrations to be submitted, and an evaluation checklist for each unit. Two lessons require the student to listen to a cassette tape which demonstrates the material. The lessons are mailed to Brigham Young University, Dept of Home Study, for evaluation. Successful mastery of the 6 topics completes the course and a letter grade is given with 1 semester hour of credit.

3.2 Help given in use of product:

There is no required text. The written material is contained in the lesson workbook. An "Assignment to be Submitted" pad is included which is used with the appropriate lesson. It is required for listening to 2 cassette tapes and making 1 demonstration tape to submit for evaluation. The course requires access to a cassette recorder. It is a self-contained home study program which requires no other resources (none listed).

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

The course workbook outlines specific criteria for each unit. For each topic, the objectives are specified and the minimal criteria given for consideration of mastery. The assignments are sent to the instructor when completed, evaluated, and returned. There is no final examination.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended:

The materials needed are the workbook, "Assignments to be Submitted" pad and 2 cassette tapes. The student will also produce a lesson demonstration tape. Access to a cassette recorder is necessary.

5.2 Distributor name/address:

Dept of Home Study
210 HRCB
Brigham Young University
Provo, Utah 84602
(801) 374-1211, ext 2868

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
QUESTIONING THAT TURNS STUDENTS ON RATHER THAN OFF	$29.25 (total)			
Tuition (1 unit), includes workbook and assignments to be submitted pad	$24.50	No	1	No
2 cassette tapes (Lessons 3 & 4)	4.75	No	1 set	Yes

The work reported herein was supported by the National Institute of Education, Department of Health, Education, and Welfare, Contract No. 400-76-0091. The opinions expressed in this publication do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by the National Institute of Education should be inferred.

6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The developer of this home study course on improving questioning skills is Lyal E. Holder, B.S. Brigham Young University, M.A. Colorado State College, Ed.D. Colorado State College. Dr. Holder has been a teacher, superintentent, director of instruction and is presently a professor of Teacher Education at Brigham Young University. He has many publications to his credit as well as being actively interested in implementing new methods of education for Indian reservations.

6.2 How developed and when:

The evidence of development is stated in the introduction, implying the vast experiences in educational systems--including joint authorship of "A Behavioral Introduction to Teaching"--which have prepared Dr. Holder to teach this class.

He has field-tested the course on thousands of inservice teachers over the past ten years through a process of action -- research studies at Brigham Young University. There were also prospective administrators who took this graduate level course.

6.3 Evidence of effectiveness with users:

Dr. Holder states that teachers taking his graduate course felt they could better identify those questions that had greater impact on learner behavior.

C. DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

This program is appropriate for any instructor who feels the need for improving his or her teaching skills. The ideas can serve as new tools for teaching any subject. Improved questioning skills as presented are adaptable to any program.

Technical quality is limited by the fact that this is a correspondence course; as such, it is good.

Content accuracy/social fairness/community acceptance issues:

The material appears to cover the program as specified. Each unit is well-developed.

There is no evidence of race, sex or ethnic bias.

There should be no community acceptance issues involved.

Overall summary/comment:

The material is a short but well-developed program on questioning skills. Attention is focused on good habits to adopt. It gives attention to the many bad habits teachers fall into. The apparent rewards of good techniques versus the nonproductive, poor techniques leads one to believe this might be material all teachers could benefit from. One could receive a valuable return for not much time invested.

MCR/2-77